RICE HUMANITIES
Center for Languages and Intercultural Communication

@clicrice

SPAN 142: FIRST YEAR SPANISH II
FALL 2019
Section 2: MWF 10:00-10:50 am / HRZ 211

Instructor: Claudia García-Rueda
Office hours: By appointment
Office: 223 Rayzor Hall
Email: cg49@rice.edu

Pre-requisites: SPAN 141 OR Placement in SPAN 142 by the Spanish Placement Test OR Rice Equivalent transfer credit.*

2020 Rice-in-Costa Rica Summer Study Abroad Program

This 6-week intensive program is designed for students who have completed one year of studying Spanish (both SPAN 141 and 142 OR placement into SPAN 263). During the program, students will complete 2 courses (SPAN 263 and 264) and receive 6 credits. The program includes two Spanish courses, homestay, community engagement, weekend excursions, and work with language partners. For more information, visit https://clic.rice.edu/study-abroad

TEXTBOOK:

Protagonistas, 2nd ed. Vista Higher Learning ISBN 978-1-68004-989-3.[1]

- At the bookstore: ISBN: 9781680049893
- Online through publisher: https://vistahigherlearning.com/school/rice

You can find a user guide about how to set up an account and register for the class at https://support.vhlcentral.com/hc/en-us/categories/201891218-Student

[1] Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.

COURSE DESCRIPTION AND OBJECTIVES

Spanish 142 is a 3 hour-credit course designed as a continuation to Spanish 141, further emphasizing the four fundamental language skills; speaking, listening, reading and writing in Spanish. As the second course in the Critical Language Awareness sequence, students will continue to **a)** construct a body of language; **b)** refine basic linguistic structures of Spanish; **c)** develop interactional abilities; and **d)** further familiarize themselves with the social and cultural concepts and values of the Spanish speaking world through the analysis of language and language data.

Spanish 142 has a threefold objective:

1. Further acquisition of knowledge as it relates to the development of communicative and interactional abilities in Spanish
2. Acquisition of skills relating to the development of analytical competence (analysis of language, critical thinking, etc.).
3. Further development of sociocultural/intercultural awareness.

COURSE OUTCOMES: By the end of the semester, students should be able to do the following.

Listening:

- Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Catch the main point in short, clear, simple messages and announcements

Reading:

- Read and understand short, simple texts.
- Find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.

Speaking (interaction):

- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Handle short social exchanges.

Speaking (production):

- Use a series of phrases and sentences to describe in daily routines and interests, living conditions, educational background and job related topics.

Writing:

- Write short, simple notes and messages relating to matters in areas of immediate need.
- Compose simple personal letters, for example thanking someone for something.

Intercultural Learning:

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Apply knowledge and critical thinking to proposed cultural issues and use diverse frames of reference to address problems.
- Communicate and connect with people in other communities and in various environments with cultural appropriateness.
- Develop an informed critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

Interactional Learning:

- Demonstrate active listening with a wide variety of reactions in multiple settings.
- Participate and continue a conversation by expanding on topics and asking substantive follow-up questions.
- Use a variety of appropriate greetings and farewells that vary by social context.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.
- Be able to initiate, accept, or reject an invitation.
- Express gratitude in various settings in ways that vary by interlocutor.

PARTICIPATION

You are expected to come to class **every day**, and **actively participate** in class.

Good participation means:

- You are prepared.
- You **ONLY** use Spanish in class.
- You are proactive and attentive.
- You are an active listener.
- You participate actively in individual, small group, and whole class activities and discussions.

Simply showing up for class is not enough to earn a good participation grade. No grade is given for simple attendance.

Behavior that will negatively affect your participation grade:

- Texting
- Side conversations
- Sleeping
- Wearing sunglasses

- Coming to class under the influence of substances

Any behavior considered disruptive or that does not contribute positively to the learning environment of the class will be sanctioned as stated in the Student Code of Conduct. Violations of the Code of Conduct will not be tolerated. http://www.students.rice.edu/students/Conduct.asp

The instructor will go over the participation criteria and upload them to the learning management system. You will receive **3 participation grades** during the semester**.** Each participation grade will include comments from the instructor, if necessary. You have one week after the posting of the grade to speak to the instructor and get clarification about the grade, not to negotiate.

Attendance:

All students are allowed **3 unexcused absences**. If you have more than **3** unexcused absences, your **final course grade will drop by a third letter grade** (i.e. from A to A-) per missed absence beyond 3. If you miss a class, **it is your responsibility to catch up with what was covered in class that day and should contact a classmate not the instructor.**

Excused absences are **ONLY** allowed in the case of:

- Participation in university-sponsored activities
- Observance of religious holidays
- Interviews for graduate school, jobs or medical school
- Serious illness

You must inform your professor **via email** before your absence or the day you return to class. If you fail to inform the professor, the absence will be counted as unexcused.

Missing class to study for another course is not acceptable. It is your responsibility to manage your time.

Punctuality is required. You might have another class or a job or something right before this class so you have a window of 5 minutes to be considered on time. If you arrive more than 5 minutes past the hour, you are considered late. For every 5 times you are late, you accumulate an unexcused absence.

EVALUATION

Writing Ability **60%**

- Homework (supersite, tasks, etc.) 10%
- Compositions (3) 15%
- Exams (2) 25%

- Quizzes (5) 10%

Oral Ability **40%**

Interactional

- Oral exams/Role-plays (2) 10%
- Conversations (2) 10%
- Participation 10%

Presentational

- Cultural Event presentation 10%

Total: **100%**

The final grade will be calculated using the following distribution:

A+	**99-100**	**B+**	**88-89**	**C+**	**78-79**	**D+**	**68-69**
A	**94-98**	**B**	**84-87**	**C**	**74-77**	**D**	**64-67**
A-	**90-93**	**B-**	**80-83**	**C-**	**70-73**	**D-**	**60-63**

An average less than a 60 constitutes an F.

ASSIGNMENTS

Assignment information will be posted in CANVAS and VHL Supersite, so it is important to check them on a daily basis.

Writing assessment: The activities to assess your writing abilities will be structured as follows:

1. **Homework:** Homework in Spanish 142 will take many forms. The most important, which is not necessarily "assigned" but should be done daily, is studying (for example preparing the vocabulary before the start of each unit). This can be done according to each student's needs and habits, but it is necessary to create a good foundation starting on the first day of the semester. Homework will also include **VHL WebSAM On-line (SAM).** Students SHOULD follow the calendar to reinforce work done in class. All assigned exercises will be

reviewed at the end of each unit. To complete each homework simply log on to the textbook's website: www.vhlcentral.com

The activities assigned represent extensive practice that will assist students to internalize the language. Homework will need to be completed by the dates that appear in the VHL Supersite. Late homework is accepted with a 10% reduction for each day it is late. Submissions after 9 days from the due date will result in zeros. As with any website, you might experience technical issues. Make sure you report these issues to the VHL Technical Support not the instructor. You can submit your request at https://support.vhlcentral.com/hc/en-us/requests/new

2. **Compositions:** There will be 3 compositions that will formally assess your written communication abilities in Spanish. 2 will be done outside of class and the other one will be done in class.

3. **Quizzes and Exams:** These will test your acquired knowledge of the material and competences covered in class such as reading, writing, and listening, cultural awareness and language analysis. Quizzes will be taken in class, will last about 10-15 minutes, and will focus on one chapter at a time. Exams will last approximately 50 minutes. There will be 5 quizzes (after lessons 7, 8, 9, 10, and 11) and 2 Exams (exam 1: lessons 7-9 and exam 2: lessons 10-12).

Oral Assessments: The activities to assess your oral abilities will be structured as follows:

1. **Oral Exams (Role-plays):** Two 3-5-minute interactions between randomly assigned partners. The goal is for students to demonstrate their ability to establish a conversation in an "impromptu" situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer.

2. **Conversations:** You will engage in 2 short 3-5-minute spontaneous conversations a native speaker.
    - **The first conversation.** You will have to submit a 2-3 paragraph reflection, in English. This interaction is by completion, however, you will automatically get 10 pts. deducted from the final grade if not submitted.
    - **The second conversation.** The interaction must be filmed and submitted through CANVAS. In addition, students will need to complete self-assessment sheet where they analyze their conversation, and indicate specific conversational features/practices/strategies that made the interaction a successful one. Finally, you will also submit a critical reflection, in English. More detailed will be provided.

3. **Cultural Event Video Presentation**. In pairs. In order to enhance your knowledge of Spanish Culture and to link your knowledge of Spanish Language to the Spanish speaking

community in Houston, you will attend one Hispanic related cultural event. You will then create a video describing and evaluating your experience. More detailed instructions will be provided later in the semester. Information about cultural events in the Houston area will be available on Canvas.

LANGUAGE CONSULTANTS: The Rice CLIC offers language consultants free of charge to all language students. Span 141 students are encouraged to use this resource as often as possible either to consult about assignments, to review material and ask questions, or simply for conversation practice. Schedule of hours available in the CLIC lab website. You can meet the language consultants at Rayzor Hall, room 116.

https://calendar.google.com/calendar/embed?src=rice.edu_4c0743mak0abhj1des9gd17sl0%40group.calendar.google.com&ctz=America%2FChicago.

LATEWORK

An assignment is considered late beginning 1 minute after the deadline. 5% deducted for each day late.

FINAL GRADES

Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, **there is no further assignment or meeting intended to boost or change the grade.** Follow you grades and performance during the semester and verify your Canvas before the last week of class.

POLICIES

HONOR CODE:

- Oral Assessments 1 & 2: Students can work with classmates or language consultants to practice but must show their own abilities when assessed.
- Conversation with a native speaker: Students can work with classmates or language consultants to practice but must show their own abilities when assessed. Do not rehearse the recorded conversation or read a script.
- Homework: Students can work with classmates or language consultants to guide them.
- Language Consultants Sessions: Students must work alone and cannot use any materials or anyone to help them during the session.
- Compositions: Students MAY NOT consult with anyone but can use an online dictionary or their textbook.
- Quizzes and Exams: These fall strictly within Honor Code guidelines and must be completed by students completely on their own without any external help.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact Disability Support Services in the Allen Center.

Mental Health[2]: Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Rice University provides cost-free mental health services through the Wellbeing and Counselling Center (https://wellbeing.rice.edu/rice-counseling-center) to help you manage personal challenges that threaten your personal or academic well-being.

In the event I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Remember, getting help is a smart and courageous thing to do – for yourself and for your loved ones.

Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000.

[2] As recommended by the Wellbeing Committee of the Student Association at Rice University Policies.